

In these areas lie sources of funding for the disadvantaged and the underutilized. These sources currently lack the effective delivery vehicles which the community college mechanism can become.

The Commissioner will establish priorities under such existing programs as the Education Professions Development Act, the Vocational Education Act of 1968, the Higher Education Act, and the Elementary and Secondary Education Act. He will also be under mandate to develop new legislation for career education, if it is called for. His search will be for new lines of communication . . . and cross-fertilization . . . among all our educational institutions.

We are out to renew American public education from early childhood through graduate school. We believe that the community college is a key vehicle in such renewal. I include under this general rubric community colleges, junior colleges, technical institutes, university extension centers, and satellite campuses—public and private institutions both, which offer from one to three years of post-secondary education. Federal planning should not constrict the variety of potential institutional models.

Let me hasten now to add some caveats. The mold is not fixed. We do not seek the establishment of a nationally directed and controlled community college system. In pointing to some major tasks that community colleges should undertake, I do not mean to denigrate the healthy pluralism fostered by each community's own definition of how its college should serve it.

For that reason, as our own legislation takes form, we want your opinions in regional conferences we intend to hold, and we would welcome now your letters of advice directed to the Commissioner of Education. We intend to consult closely with Senators Prouty and Williams and with all the other legislators who have greeted the community college concept so warmly.

A second caveat is dictated by severe budgetary limitations—a sheer fact of life within which we are now forced to operate. This must fuel our efforts to obtain support from the private sector—business, churches, unions, and the foundations. And it must fuel our efforts at intergovernmental cooperation—at maximum utilization of the Federal dollar, and maximum coordination of governmental efforts at all levels.

The exact templates are not fixed—nor should they be in so young an idea. Most community colleges are public—but not all. Most are vocationally-oriented—but they also serve the "late bloomer" who seeks remedial training in the basic academic skills. Most of their students are enrolled in terminal curricula, to acquire a specific skill—but many are engaged in the traditional disciplines and may use community colleges as "feeders" into regular four-year institutions of higher learning. Most of their students are young people—yet nearly all community colleges offer adult extension courses, and stress mid-career re-training . . . a chance for a new life-style.

The physical properties of the community college do—and should—vary greatly. Sometimes they are strikingly beautiful traditional campuses . . . sometimes central-city complexes . . . sometimes middle-aged office buildings deep within the ghetto—and this is the variety of innovative community service that should be explored and enhanced.

No, the mold is by no means fixed. The precise contour of the community college movement is still in evolution—and I, for one, hope that this remains the case.

In preparing a comprehensive national initiative we are dealing with fifty different State systems, fifty different concepts of maximum effective service to the total community, and fifty different patterns of financing.

In some States, community colleges are

developed and operated by independent government boards . . . in some, as a division of the elementary-secondary school system . . . in some, as a subcommittee of the board of higher education. New State plans are on the drawing boards. And, for a balanced national perspective, we need to know a great deal more about what consensus, if any, the State planners are reaching.

This is why we are searching for an assistance formula that will accommodate itself to this infinite variety and this need for maximum flexibility.

Essential to this planning is an overall educational strategy that evaluates . . . in both geographic and curricular terms . . . how the community college can best relate to the total educational process—not to replace or destroy, but to enhance our outreach over the entire spectrum.

Running all through the community college phenomenon, there are certain recurring themes—the marks of their distinctive life-style. They are also, I think, the criteria by which your own evaluations should proceed.

They are career centers for young Americans of every class, and every race . . . and for older citizens as well who seek mid-career retraining. They are, today, a largely untapped resource for the returning veterans . . . most of whom are not yet taking advantage of their educational benefits under the G.I. Bill.

They are oriented to the new technology . . . to the practical sciences . . . and increasingly to the development of paraprofessional disciplines—in health, in computer science, in social services, in teaching itself.

In other words, they are in tune with the vocational skill needs of an evolving technological era . . . whose "useful trades" are all the arts and sciences that must be harnessed to preserving a decent human environment and developing humane social institutions.

The community college must work—as indeed they are working—in close partnerships . . . partnerships of necessity . . . with all the public and private and independent institutions of the social matrix.

As the land-grant institutions were at work on the frontiers of the New American Nation of their day . . . so, too, is the community college a frontier institution—the frontiers, now, of a new technology and a new ecology of human relationships.

I think that you have a right to a grand vision of what your institutions can become—of the educational outreach they can provide. Indeed, I trust you never will aspire to less.

I think back to Aristotle's admonition that "only the educated are free"—and to the measured words of the great architect of democracy, Thomas Jefferson:

"By far the most important bill in our whole code is that for the diffusion of knowledge among the people."

H. G. Wells, with his apocalyptic gift of prophesy, once wrote:

"Human history becomes more and more a race between education and catastrophe."

And that, my friends, literally defines the dimensions of our mutual endeavor . . . and the ultimate test of our success.

CONCLUSION OF MORNING BUSINESS

The PRESIDING OFFICER. Is there further morning business? If not, morning business is closed.

EXPORT EXPANSION AND REGULATION ACT OF 1969

Mr. ALLEN. Mr. President, I ask unanimous consent that the Senate proceed to the consideration of the unfinished business.

The PRESIDING OFFICER (Mr. GRAVEL in the chair). The bill will be stated by title.

The ASSISTANT LEGISLATIVE CLERK. A bill (S. 2696) to provide for continuation of authority for the regulation and expansion of exports, and for other purposes.

The PRESIDING OFFICER. Is there objection to the present consideration of the bill?

There being no objection, the Senate proceeded to consider the bill.

Mr. ALLEN. Mr. President, I suggest the absence of a quorum.

The PRESIDING OFFICER. The clerk will call the roll.

The assistant legislative clerk proceeded to call the roll.

Mr. ALLEN. Mr. President, I ask unanimous consent that the order for the quorum call be rescinded.

The PRESIDING OFFICER. Without objection, it is so ordered.

SURRENDER IN VIETNAM

Mr. ALLEN. Mr. President, I was in the Senate Chamber earlier today when the distinguished junior Senator from South Dakota (Mr. McGOVERN) made what, to me, was an ill-advised attack upon the distinguished Vice President of our country and Presiding Officer of the Senate.

I think it would certainly be an understatement to say that the full Senate was not present on that occasion.

Thus, it falls to the junior Senator from Alabama, a lifelong Democrat of sorts, to make an answer—and answer should be made—and to express my disapproval of the remarks made by my good friend, the junior Senator from South Dakota, concerning the Republican Vice President.

Before doing so, though, I should like to praise the distinguished junior Senator from South Dakota for having fought for his country during World War II. He was truly a hero of that war.

I should also like to praise the millions of other Americans, including the Vice President himself, who did likewise, and to praise those other millions called into service during the Korean war, also including the Vice President.

I should like particularly to praise those other millions of Americans who continue to wear the uniform of their country proudly. Most of all, those Americans who are fighting today to keep their Nation's commitments.

None of us has any corner on patriotism. All of us, I am sure, are motivated by love of country.

But, Mr. President, there are some of us who just cannot equate surrender with love of country.

There are some of us who think our country's honor is as important as any individual's honor.

There are some of us who feel that a pledge made by the United States to South Vietnam is as binding as a handshake between honorable men.

I am sorry that the junior Senator from South Dakota does not feel that way.

And I am even more sorry that he